ENR3470: Religion and Environmental Values in America

Autumn 2020

Meeting Dates and Location:

<table>
<thead>
<tr>
<th>Monday and Wednesday: online (<a href="https://osu.zoom.us/j/826516709">https://osu.zoom.us/j/826516709</a>), synchronous, 11:30am-12:25pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday: In-person, Kottman room 333, 11:30am-12:25pm or 12:40-1:35pm (Please check your schedule to see which Friday section you should attend. Note: depending on COVID trends, the in-person Friday sections may shift to online format as the semester progresses.)</td>
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</tbody>
</table>

Course Format:

Hybrid Delivery (HY) – MW lectures are Distance Learning (DL), 100% online; Friday discussion sections are In-person (P), though may shift to online

MW sessions will combine lectures and instruction with discussions of assigned readings and other topical issues. Some topics will be engaged as a Socratic dialogue (and thus are best engaged by attending the live, synchronous Zoom session), others in traditional lecture presentation; occasional guest speakers will add variety to the schedule as well. Friday sections will involve discussion of course readings, including weekly written synopses of assigned texts.

In addition to these regular meetings, ENR 3470 students must research and synopsize one religion-environment topic (or resource, or event) in order to observe and examine current religious approaches to environmental stewardship. You will submit this research in the form of an entry to the Religion & Sustainability Database. More information about potential entries and the database will be described in class (submission instructions and links will be posted in Carmen). Completion of at least one database entry will be counted as part of the course.

Instructor:

Greg Hitzhusen
School of Environment & Natural Resources
hitzhusen.3@osu.edu, 614-292-7739

Office hours: Office hours will be by appointment and conducted electronically or by phone; limited in-person, socially-distanced office hours may be occasionally arranged on Friday afternoons between 1:45-3:00pm. Please contact the instructor via email.

Credit Hours:

| 3 semester hours: 55 minutes per day, 3 days per week |

Pace of online activities: This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Because most of the course is delivered online synchronously, the pace of the course can follow that of a standard residential course.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example). Students doing average quality of work over
this average amount of time can expect an average (C) grade. Most students in this class work harder and better than average and exceed such marks.

Prerequisites:
No background in environmental ethics, religion, or philosophy is presupposed, although students with such background will be able to work on assigned papers at a more advanced level.

Textbooks/Readings:
Required texts:
The main text for the course, *Religion and Environmental Values in America* (Hitzhusen, 2019) is available for free online: [https://ohiostate.pressbooks.pub/enr3470/](https://ohiostate.pressbooks.pub/enr3470/), and most of the other required readings for the course are available online through Carmen (https://carmen.osu.edu).

Two additional books are required:
Francis, Pope. *Laudato Si’: On Care for Our Common Home*, 2015. (multiple publishers exist)

Optional Readings:
For those interested in additional, complementary books to add to their library, the following is suggested:

A bibliography and links to additional suggested and supporting readings will be provided on the Carmen course web site, along with suggestions for further reading and study depending on student interests.

Additional Required Materials:
None

Other Fees or Requirements: None

Course Description:
Examines development & influence of religious environmental values & their impact on environmental citizenship in America; Jewish, Muslim, Buddhist & Christian* environmental perspectives; stewardship, eco-justice & creation spirituality.

Students wishing to preview much of the material and emphases in this course can visit the online, open-source textbook at the [link](https://ohiostate.pressbooks.pub/enr3470/) listed above. For a more comprehensive description of the aims and logic of this course, read the following:

> No important change in ethics was ever accomplished without an internal change in our intellectual emphasis, loyalties, affections, and convictions. The proof that conservation has not yet touched these foundations of conduct lies in the fact that philosophy and religion have not yet heard of it. – Aldo Leopold (1949)

Course Description: Environmental citizenship is influenced by a diverse mix of factors, and while sustainability and other “green” interests remain important in America, religion and spirituality have become a surprising source of environmental values. Surprising, because since the late 1960s, discussions in environmental ethics have often highlighted the negative influence of Western cultures and religions on environmental values, and many environmental thinkers have reinforced the popular academic argument that the anthropocentrism of Western, biblical traditions has been a key obstacle to environmental progress, if not the historic root of our
ecological crises. More recently, however, some social scientists have concluded that Western, biblical traditions are equally germane to positive environmental attitudes and behaviors as Eastern and other religious traditions, and point out that in America, the most significant source of environmental values is religion and spirituality.

Other developments have also increased the interest in this trend. Art historians have begun to investigate positive environmental themes in religious art. The scholarly field of Religion and Ecology has highlighted the wealth of sources for environmental values found across religious traditions, and particularly in the past decade, American environmental organizations have taken unprecedented steps to partner with faith communities as allies in environmental work. With increasing particularity, Americans are developing and deepening environmental values within religious frameworks, while retaining a broad appreciation for religious and philosophical views beyond their own. Aldo Leopold’s lament about environmental ethics (quoted above) no longer applies. What does this mean for environmental citizenship in America? What does this mean to each of us as individuals?

In “Religion and Environmental Values in America,” students will closely examine the development and influence of religious thinking about the environment in America, and explore religious and spiritual contributions to environmental values in American culture through lecture, films, special forums, discussion, and written assignments. In the early weeks of the course, we will explore some of the fundamental questions underlying our intellectual emphases, loyalties, affections, and convictions regarding religion and environmental citizenship. What is Nature? Science? Religion? Ethics? We will also examine the debate about the extent to which Western Judeo-Christian traditions are responsible for modern ecological crises and for generating negative environmental attitudes, and examine social science evidence and other scholarly arguments that address these questions.

The middle part of the course will highlight a range of religious environmental expressions in America, from secular environmentalism itself, to expressions in Jewish, Muslim, Buddhist, and Christian traditions. *Because Christianity is the predominant religion in the U.S., a larger share of course material will focus on mainline Protestant, Evangelical, Catholic, and other Christian traditions.* We will give careful thought to the three main traditions that sociologists have identified as the primary modes of religious engagement with environmental concerns in America: stewardship, eco-justice, and creation spirituality. Students will examine many case studies: environmental policy statements generated by religious denominations; the embrace of “creation care” by conservative Christians; Pope Francis’ recent environmental encyclical letter, *Laudato Si*; environmental themes in religious art; the rise of faith-based environmental organizations; pronouncements of environmental pollution as sin; climate change as a topic of widespread faith-community engagement; environmental racism; spiritual dimensions of consumerism; and faith-based environmental advocacy. We will also examine social thought on character and virtue ethics, and ecologically relevant conceptions of Sabbath, cosmic reconciliation, sin, salvation, thanksgiving, and hope.

At the end of the course, we will reflect on how these diverse religious influences contribute to the variables affecting environmental citizenship behavior. No matter what spiritual tradition we identify with, if any, how do we reconcile our most deeply held values and beliefs with ecological facts, social realities, economic forces, and hopes for sustainability? In what ways do religion, spirituality, and faith provide cultural resources for environmental sustainability, and shape the landscape of environmental citizenship in America? These and other questions will guide our inquiry.

**Goals and Learning Outcomes:**

**Note:** Through its various assignments and readings, ENR 3470 fulfills the requirements of a GE Cultures and Ideas course, including the following goals and objectives:

**Goals:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression (especially those contained in foundational expressions of faith-based environmental writings, videos, and art).
2. Students evaluate how (especially religious environmental) ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

**Achieving GE Learning Outcomes:**

Students will achieve these GE learning outcomes in this course by completing the course readings and assignments, including exams and term papers, and by participating in class discussions. Lecture and reading material allows students to learn about, analyze and interpret the major forms of religious environmental (and thus human) thinking, culture and expression. At the same time, the course
focuses on how such ideas influence human behavior, perceptions of reality, and norms guiding behavior, particularly as relevant to environmental citizenship, environmental policy, and sustainability, and this focus allows students to evaluate those influences. Ongoing writing and reflection about course topics assures a thorough engagement leading to these GE learning outcomes.

Additional Learning Outcomes of this course include the following – students will:

• Understand the development and diversity of religious responses to environmental concerns in North America, including trends, debates, and ideas that have shaped the field.
• Analyze and reflect on how spirituality and values shape engagements in environmental citizenship, and how religious influences contribute (positively and negatively) to solving environmental problems.
• Develop skills to critically read, analyze, and discuss primary literature.
• Develop peer review skills to revise term paper for possible publication in online textbook.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at OCIO Help Hours, and support for urgent issues is available 24x7.

- Self-Service and Chat support: (http://ocio.osu.edu/selfservice)
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Baseline technical skills for online courses

• Basic computer and web-browsing skills
• Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

Technology skills necessary for this specific course

• Zoom text, audio, and video chat
• Navigating the online textbook (https://ohiostate.pressbooks.pub/enr3470/)

Required equipment

• Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
• Webcam: built-in or external webcam, fully installed and tested
• Microphone: built-in laptop or tablet mic or external microphone

Required software

• Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation is found https://ocio.osu.edu/kb04733.
Carmen Access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

Course Schedule (note: schedule subject to change; consult Carmen modules for more detailed materials for each week):

**Required readings/packet** (assignments and exams will address these – note, most weeks will include an online textbook chapter as required/primary reading; REVA is the abbreviation for the online textbook; MG is the abbreviation for the book Moral Ground)

* Suggested readings (lecture (and thus exam) material may draw from these)

Due dates of major assignments highlighted in yellow and italicized below

<table>
<thead>
<tr>
<th>INSTRUCTIONAL WEEK</th>
<th>DATE</th>
<th>TOPICS, ASSIGNMENTS, DEADLINES, EVENTS, TOPIC OUTCOME</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 26,28</td>
<td><strong>INTRODUCTION</strong>&lt;br&gt;WED: INTRODUCTION; ENVIRONMENTAL ATTITUDES, VALUES, BEHAVIORS, AND CITIZENSHIP: ASSESSING THE ROLE OF RELIGIOUS VARIABLES&lt;br&gt;FRI: INTRO DISCUSSION SECTION; INTRODUCING OURSELVES&lt;br&gt;**REVA CH.1&lt;br&gt;**HITZHUSEN &amp; TUCKER: “POTENTIAL OF RELIGION FOR EARTH STEWARDSHIP”&lt;br&gt;<strong>START READING POLLAN: CHS: 1-4, 6, 9, 10, 12</strong></td>
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<tr>
<td>2</td>
<td>Aug 31, Sept 2,4</td>
<td><strong>LYNN WHITE AND THE GENESIS OF ECOTHEOLOGY</strong>&lt;br&gt;MON: LYNN WHITE JR.: IS BIBLICAL RELIGION TO BLAME?&lt;br&gt;WED: GENESIS AND ENVIRONMENTAL STEWARDSHIP&lt;br&gt;FRI: LYNN WHITE DISCUSSION; <strong>ENVIRONMENTAL AUTOBIOGRAPHY DUE</strong>&lt;br&gt;**REVA CH.2&lt;br&gt;**WHITE: “THE HISTORICAL ROOTS OF OUR ECOLOGIC CRISIS”&lt;br&gt;**HITZHUSEN: “JUDEO-CHRISTIAN THEOLOGY AND THE ENVIRONMENT…”&lt;br&gt;<strong>CONTINUE READING POLLAN: CHS: 1-4, 6, 9, 10, 12</strong></td>
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<td>4</td>
<td>Sept 14,16,18</td>
<td><strong>CLIMATE CHANGE AND CLIMATE JUSTICE</strong>&lt;br&gt;MON: CLIMATE CHANGE AS A MORAL ISSUE; DR. BRYAN MARK, STATE CLIMATOLOGIST OF OHIO, OSU DEPT OF GEOGRAPHY AND BYRD POLAR CLIMATE AND RESEARCH CENTER, GUEST SPEAKER</td>
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<tr>
<td>Day</td>
<td>Week</td>
<td>Topic and Notes</td>
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| Wed  | 5     | Climate and Environmental Justice; The Ethics of Climate Denial and Controversy  
**Additional Required Readings** (Climate Change Statements of Different Faiths) Will Be Posted on Carmen  
**Reva Ch.9**  
*MG: Kaplan, P. 263-266 |
| Wed  | 6     | Epistemology – Knowledge and Science  
Mon: Defining Science, Nature; Methods of Science  
Wed: Knowledge Across the Spectrum; Ratio and Intellectus; Integrative Knowing  
**Baer: Ratio-Intellectus/Control Discussion; Synopsis Due**  
**Baer: “Our Need to Control: Implications for Environmental Education”**  
**Reva Ch.3.3; Reva Ch.4.0-4.2** |
| Wed  | 7     | Epistemology – Knowledge and Values  
Mon: Defining Religion, Ethics; Methods of Religion  
Wed: Philosophy of Religion and Science in Dialogue; Integrating Ethical Approaches  
**Wood: Relativism/Epistemology Discussion; Synopsis Due**  
**Wood: “Relativism”**  
**Reva Ch.4.3-4.6** |
| Wed  | 8     | Spiritual Anthropologies I  
Mon: Spiritual Anthropologies: What’s Going On?; Biophilia; Aesthetics  
Wed: Niebuhr and Loy Anthropologies  
**Niebuhr-Loy Discussion; Synopsis Due**  
**Niebuhr: “Man as Sinner”**  
**Loy: “Healing Ecology”** |
| Wed  | 9     | Creation Spirituality  
Mon: Take-Home Midterm Due Before Class; Sabbath and Edenic Paradise: Resonance of Religion in American Conservation Themes; Religious Environmentalism; Religious Naturalism; Creation Spirituality; Wilderness Spirituality; The Book of Nature  
Wed: Possible Guest Lecture; TBA  
**SoLo Reflection Discussion; Synopsis Due**  
*Stoll Podcast: Listen to Podcast (Link on Carmen) Before Monday Lecture**  
**Hitzhuse: “Biblical Wilderness Theology: Spiritual Roots for Environmental Education”**  
**Reva Ch.7**  
*Pura: “The Divine Game of Pinzatski”* |
| Wed  | 10    | Pope Francis’ Environmental Encyclical: Laudato Si’  
Mon: Laudato Si’ – Themes from the Pope’s Environmental Encyclical and Dialogue with Other Religions  
Wed: Catholic Tradition and Social Teaching on the Environment; Possible Guest Lecture; Term Paper Topic Paragraphs Due  
**Pope Francis: Laudato Si’”** |
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>11</td>
<td>Nov 2,4,6</td>
<td>JUDAISM; ISLAM; FOOD AND FAITH: ANIMAL WELFARE</td>
<td><strong>REVA CH.8</strong>&lt;br&gt;- MON: FOOD AND FAITH; JUDAISM AND THE ENVIRONMENT: ECO-KASHRUT; GUEST SPEAKER RABBI JESSICA SHIMBERG&lt;br&gt;- WED: ISLAM AND THE ENVIRONMENT; ECO-HALAL; GUEST SPEAKER DR. MAURIUM HUSSAIN&lt;br&gt;- FRI: SINGER/FOOD &amp; FAITH/ANIMAL WELFARE DISCUSSION; <strong>SYNOPSIS DUE</strong>&lt;br&gt;- <strong>SINGER:</strong> “ALL ANIMALS ARE EQUAL”&lt;br&gt;- **A SERIES OF BRIEF ARTICLES ON FOOD ETHICS ARE IN THE PACKET AND POSTED ON CARMEN&lt;br&gt;- **REVA CH.10&lt;br&gt;- <strong>POLLAN:</strong> “UNHAPPY MEALS”</td>
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<td>12</td>
<td>Nov 9,13</td>
<td>VIRTUE</td>
<td><strong>REVA CH.10</strong>&lt;br&gt;- MON: VIRTUE AND THE ENVIRONMENT: FILM SCREENING: GROUNDHOG DAY DIRECTOR COMMENTARY (VIEW FULL FILM BEFOREHAND OUTSIDE OF CLASS); AESTHETICS AND VIRTUE; CHARACTER AND NARRATIVE; <strong>TERM PAPER ANNOTATED BIBLIOGRAPHIES AND OUTLINES DUE</strong>&lt;br&gt;- WED: NO CLASS VETERANS DAY&lt;br&gt;- FRI: KUPFER/VIRTUE AND HAPPINESS DISCUSSION; <strong>SYNOPSIS DUE</strong></td>
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<td>13</td>
<td>Nov 16,18,20</td>
<td>CREATION SPIRITUALITY V CONSUMERISM SPIRITUALITY</td>
<td><strong>REVA CH.10</strong>&lt;br&gt;- MON: BUDDHIST GUEST SPEAKER&lt;br&gt;- WED: THE STORY OF STUFF; AFFLUENZA; CULTURE, MEDIA, AND CONSUMERISM&lt;br&gt;- FRI: CREATION V CONSUMER SPIRITUALITY; <strong>SOLO REFLECTION #2 DUE</strong></td>
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<td>14</td>
<td>Nov 23,25</td>
<td>THANKSGIVING AND HOPE FOR ENVIRONMENTAL CITIZENSHIP</td>
<td><strong>REVA CH.10</strong>&lt;br&gt;- MON: FAITH IN ACTION AND ADVOCACY; GUEST SPEAKER: DR. JOB EBENEZER, EXECUTIVE DIRECTOR, TECHNOLOGY FOR THE POOR&lt;br&gt;- WED: ASYNCHRONOUS LECTURE: COSMIC RECONCILIATION, PEACE, GRACE, TIKKUN OLAM, THANKSGIVING, HOPE&lt;br&gt;- THUR(26TH) IS THANKSGIVING; FRIDAY (27TH) IS INDIGENOUS PEOPLE’S DAY/ COLUMBUS DAY – NO CLASS&lt;br&gt;- *MG: ETHICAL ACTION, P. 239-240; DUNCAN, P. 434-439; HAWKEN, P. 463-468&lt;br&gt;- <strong>REVA CH.13</strong></td>
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<td>15</td>
<td>Nov 30, Dec 2,4</td>
<td>ECO-JUSTICE AND INTEGRATIVE THEMES</td>
<td><strong>REVA CH.10</strong>&lt;br&gt;- MON: ECO-JUSTICE; ENVIRONMENTAL RACISM&lt;br&gt;- WED: FINAL THEMES; CONCLUSIONS AND WRAP UP&lt;br&gt;- FRI: FINAL PERSPECTIVES; HOPE FOR ALL THINGS; INTEGRATING THE PIECES; <strong>EVALUATIVE SYNOPSIS DUE; TERM PAPERS DUE</strong></td>
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<td></td>
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<td>EXAMS</td>
<td><strong>REVA CH.10</strong>&lt;br&gt;- DEC 7-11</td>
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Instructor’s policy on late or make-up work:

**Make-up Work:** Make-ups for assignments will not be scheduled in the case of an unexcused absence (and in some cases, may not be rescheduled for logistical reasons). There are three situations that constitute an "excused absence" from class. They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, and 3) students who have received documented medical attention for an illness (this includes covid-related (incl. family-quarantine-or-child-or-elder-care-linked) absences). Students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes that will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter.
Late Assignment Policy: To receive full credit for writing assignments, work must be turned-in on time and in condition to be evaluated. Papers with excessive errors (15 or more) will be returned for resubmission and will be treated as if they are late. Late work will have 20% of the total points deleted for each calendar day it is late. Five (5) days late you will receive zero (0) points. This is based on the timestamp in Carmen, anything after the deadline is the next day and 20% off. In-class assignments (like the midterm exam) missed because of an unexcused absence cannot be made-up or repeated.

Evaluation:

Grades will be determined on the basis of the following assignments, in accordance with Faculty Rule 3335-7-21 (100% = 400 points):

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Class and Section discussion participation: 10%</td>
<td>40</td>
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<tr>
<td>Mid-term Exam: 15%</td>
<td>60</td>
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<tr>
<td>Final Exam: 25%</td>
<td>100</td>
</tr>
<tr>
<td>Term Paper: 25% (80 points paper; 20 points bibliography and outline)</td>
<td>100</td>
</tr>
<tr>
<td>Weekly writing assignments: 25%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
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</table>

See course schedule below for due dates.

Description of Evaluation Activities:

1) Online class and Friday Section discussion and participation (10%)
   Friday discussion sections are limited to 15 participants to allow for in-depth discussion of course readings, graded on the basis of thoughtful participation in discussion. Making specific references to portions of course readings will be important. Some Monday and Wednesday classes will also involve some group discussion, and participation there will be factored into your grade as well.
   NOTE: See further guidance below (in the “Tardiness” section) on the importance of attending Friday sections; this 10% of your grade assumes regular attendance, and measures your level of engagement, not just attendance. You can fail the whole course by failure to attend enough Friday discussion sections.

2) Mid-term exam (15%)
   A 50-minute in-class exam will be held in week eight (Fri. Oct 16), including five mini-essays (~10 minutes each), complemented by a two-page take-home essay due on Monday, Oct 19. The exam will cover the material from the first half of the course. An extra credit optional assignment will be described in class to augment mid-term exam grades.
3) Final Exam (25%)
The final exam will consist of two parts: two short essays (~30 minutes each) and five mini-essays (~10 minutes each). One of the short essays and all of the mini-essays will cover the material from the second half of the course. The second short essay will integrate material from the entire course. We will schedule an optional review/study session before the exam.

4) Term Paper (20%); Bibliography & Outline (5%) [sub-chapter option!]
You will be responsible for choosing a topic unique to your interests and preparing a 10-12-page paper due during week 15. Your paper must relate in some significant way to the subject matter of the course as reflected in the course title and syllabus, but this leaves you with a good deal of latitude. We hope that you will find a topic that will be enjoyable and that will permit you to grow in your understanding of your own beliefs, values and moral commitments—as you interact with the worldviews, ideas, and moral views of others. Your topic must be approved by an instructor before you write the paper. You will also be required to hand in an annotated bibliography and outline of your paper 2-3 weeks before the paper is due, to permit the instructor to give you additional feedback on your topic. Note that term papers will be submitted through a “Turn-It-In” check for plagiarism. Additional details of the term paper assignment will be posted in Carmen, and many of the additional readings posted or listed in Carmen are intended to serve as potential term paper resources for you, depending on which topics interest you.

5) Weekly writing assignments (25%)
Each week you will be responsible for a one-page, single-spaced written synopsis of an assigned reading, due before Friday section; in week two, you will write a two-page, single-spaced environmental autobiography in place of a synopsis (see Carmen for further assignment details). The readings will complement the lecture material each week, and Friday sections will consist of discussion and questions related to the reading and sometimes also to the week’s lectures. Note: your religion-sustainability database entry will be counted in your weekly writing assignments grade.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>73-76.9</td>
<td>C</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
<td>70-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>83-86.9</td>
<td>B</td>
<td>60-66.9</td>
<td>D</td>
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<tr>
<td>80-82.9</td>
<td>B-</td>
<td>&lt;60</td>
<td>E</td>
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<tr>
<td>77-79.9</td>
<td>C+</td>
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COURSE POLICIES

Faculty feedback and response time
Other than in-person Friday discussion sections and in-class announcements, my primary mode of communication with the class will be by E-mail. I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- Grading and feedback: For large weekly assignments, you can generally expect feedback within 7 days.
• E-mail: I will reply to e-mails within **24 hours on school days.**

**Attendance Policy:**

Student participation requirements:
Because this is partly a distance-education course, your attendance for the online portions of the course is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: ** **AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me **as soon as possible.**

- **Live MW online lecture sessions: ** **FLEXIBLE**
  The live M and W lectures for the course are scheduled flexibly. For these live (mostly synchronous) presentations, I will provide a recording that you can watch later, but as is mentioned below in the section addressing “Tardiness,” there is an advantage for everyone of live attendance in order to participate in online discussions during and at the end of lectures. While your participation grade in the class will reflect your participation in these live M and W discussions, the “Tardiness” section below explains how you can make up your participation electronically by sending an email with your comments to the instructor. Occasionally the M and W lectures will involve a guest lecturer, and I encourage you to make every effort to attend guest lectures live out of respect for our guests; a few M or W lectures during the semester may be offered asynchronously via a posted video recording.

- **Office hours: ** **OPTIONAL**
  Making use of my office hours (by appointment) during the term is optional; however, be aware that every student is required to discuss their term paper topic with the instructor before writing the paper. Office hours are a great time for these conversations; you might also take advantage of some chat time after Friday sections or M or W lectures, as time allows. You may email me at any time to schedule a meeting.

- **Participating in Friday live discussion sections: ** **1 TIME PER WEEK**
  See the description of Friday section attendance above and the further comments in the “Tardiness” section below regarding the importance of attending the Friday discussion sections. Your grade will be significantly affected by your attendance and participation in Friday discussion sections. Further information about attendance expectations will be discussed in class.

- **Tardiness:**

  - M and W lectures will be delivered synchronously, and there is a benefit for everyone of attending the lecture live (online) to engage in questions and discussion on any given day; however, M and W lectures will be recorded on Zoom and any students who are unable to attend a recorded lecture (for covid-related or excused absences) can participate in lecture-day dialogues by emailing comments to the instructor afterword (please email comments before Friday on any given week). As for Friday discussion sections:

  - **Friday Attendance Policy:** Students must attend the required Friday sections to earn the points for this important aspect of the course. Students attending before the start time and after the end time (meaning present for the entirety of the session) will receive full points. Any students joining after start time will receive only half of the attendance points any given Friday session. Participation grades will be significantly affected by any absences, and **you will not be given a passing grade for the course** if you do not attend the majority of the Friday discussion sections. In cases where an emergency arises, speak with the instructor, or if remote attendance is possible, speak to the instructor about arranging to attend via Zoom if necessary.
Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style:
Between term papers and weekly writing assignments, there will be plenty of opportunity to improve your writing skills in this class. In some cases you will have the chance to add to discussion in online written form (discussions, Zoom chats). While there is no need to participate in these online discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Beware not all people perceive color in the same way. When you use color also use Bold, Italics or Underline as emphasis. A good practice is to use the Accessibility Checker in all Microsoft Office 365 products available to all students.

Tone and civility:
Let’s maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources:
When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You will receive additional guidance regarding expectations for your written assignments in this class; a number of resources are already posted in Carmen, and as the instructor has experience teaching writing courses in SENR, you can always ask the instructor for help with writing.

Exams:
You must complete the midterm (in class and take-home) and final exams yourself, without any external help or communication.

Written assignments:
Your written assignments should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work:
In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you’ve explored in previous courses, please discuss the situation with me.

Collaboration and informal peer-review:
The course includes many opportunities for discussion of course material with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you’re unsure about a particular situation, please feel free just to ask ahead of time.

UNIVERSITY POLICIES

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct.
wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at Student Life http://studentconduct.osu.edu.

Ohio State’s academic integrity policy
Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.” The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

• The Committee on Academic Misconduct web pages (COAM Home)
• Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
• Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Intellectual Property (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

Disability Services:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request
that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Requesting accommodations**
If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential. In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to [Office of Student Life - Disability Services](https://www.osu.edu/studentlife/) for more information.

**Accessibility of course technology**
This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen (Canvas) accessibility](https://www.osu.edu/studentlife/)
- Streaming audio and video
- Synchronous course tools
- [Definition OSU](https://www.osu.edu/studentlife/)
- [Overview of Accessibility at OSU](https://www.osu.edu/studentlife/)

**Diversity:**
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**UNIVERSITY RESOURCES**

**Counseling and Consultation Services:**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and
other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX:
All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Content Warning:
Some contents of this course may involve media that could be triggering to some students due to descriptions of and/or scenes depicting religious practices, traditions, and beliefs. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, muting your video on Zoom, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while dealing with course material and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class. For many people, religion connotes very positive influences (and the environmental dimensions of religion tend to be fairly positive), but others have been victims of sexual violence, intimidation, ostracization or other negative impacts at the hands of religious communities or leaders, and any class that examines the impact of religion should take care to treat these realities carefully.